



SC Annual School
Report Card
Summary

W. G. Sanders Middle School
RICHLAND 1
Grades: 6-8 Enrollment: 388
Principal: Andrenna A. Smith
Superintendent: Dr. Percy A. Mack
Board Chair: Aaron Bishop

PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.				
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Below Average	Average	TBD	TBD	F	N/A
2013	Below Average	Average	N/A	N/A	F	N/A
2012	Below Average	Below Average	N/A	N/A	F	N/A

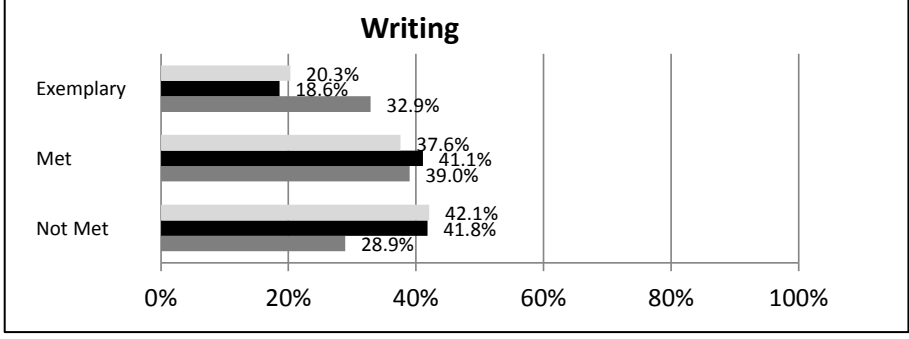
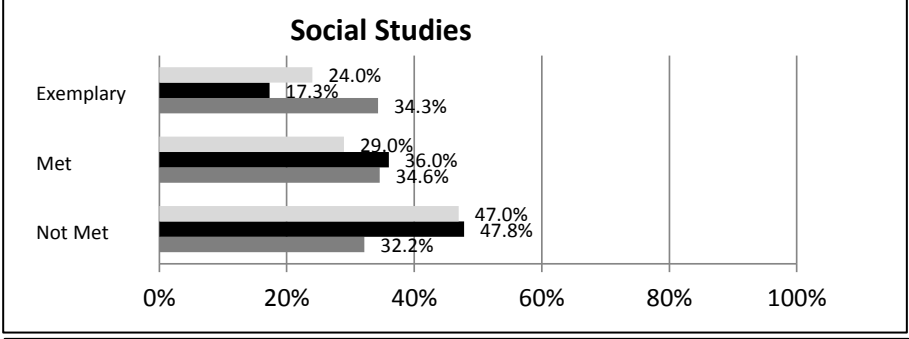
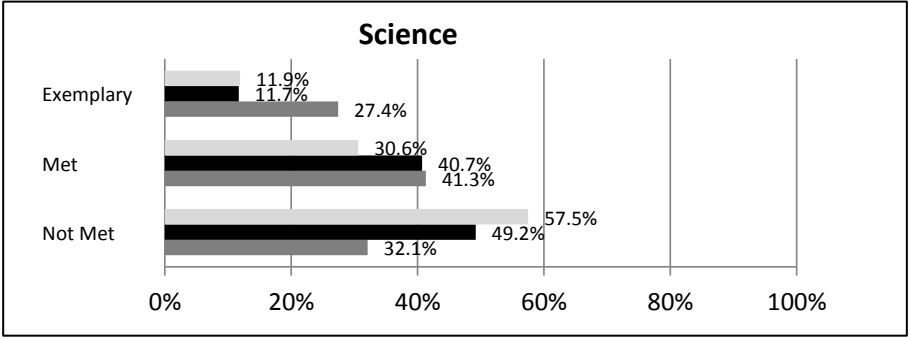
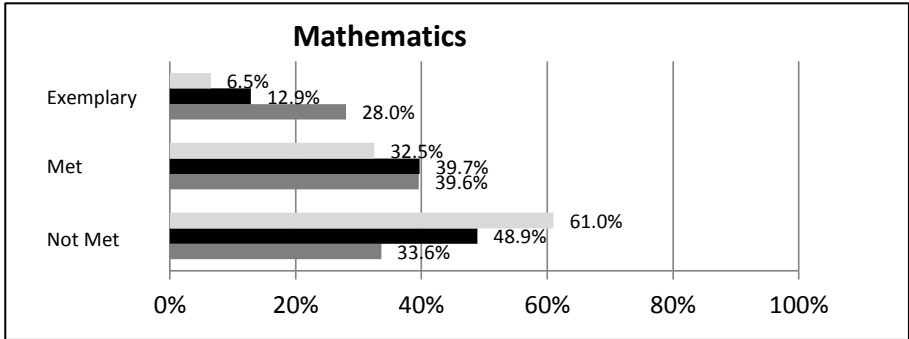
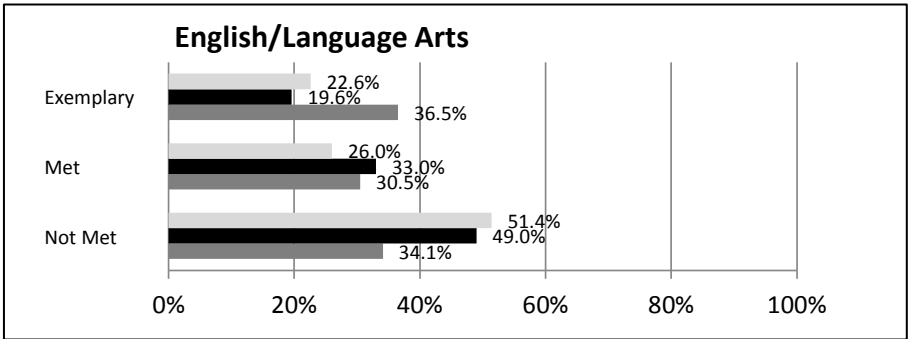
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	27	35	14

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

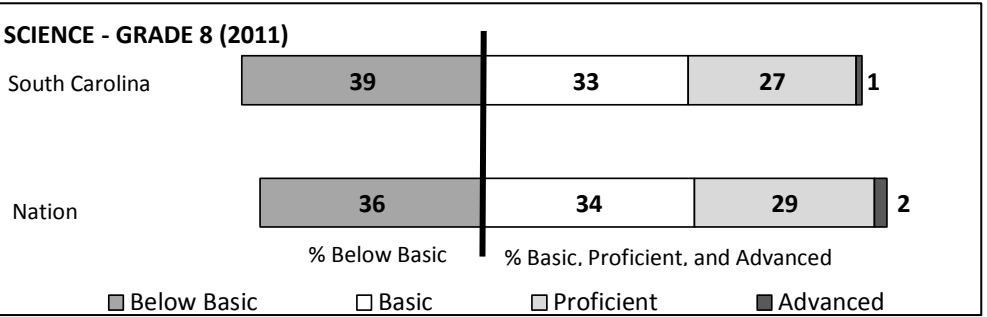
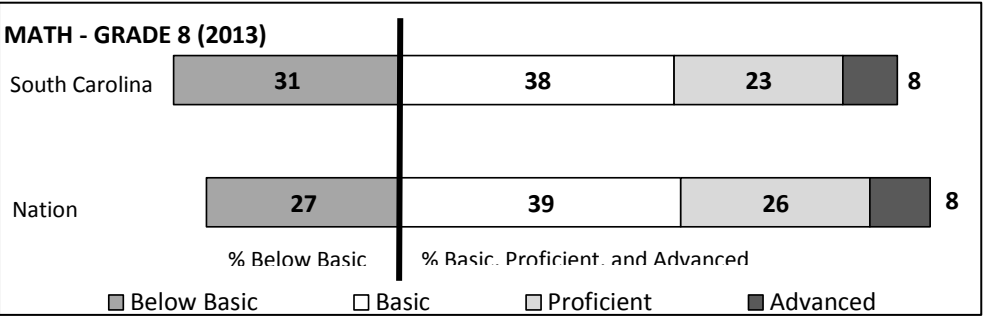
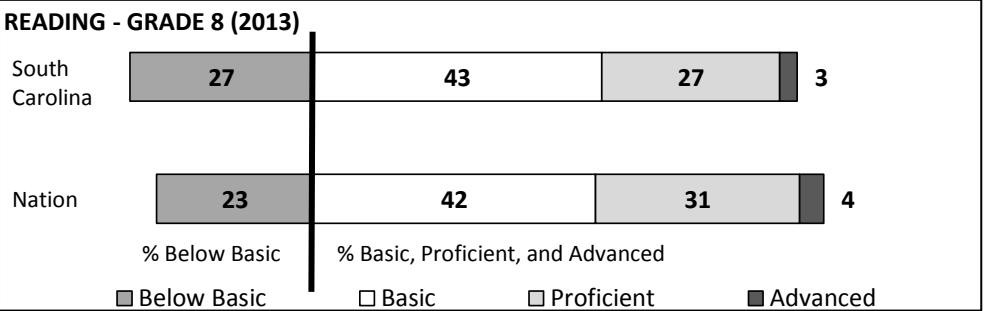
SC PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2014

% of Students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.3%	94.4%
English 1	N/A	87.6%
Biology 1	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	96.3%	92.9%

SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

W. G. Sanders Middle School
RICHLAND 1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle Schools
Students (n = 388)				
Students Enrolled in high school credit courses (grades 7 & 8)	56.3%	Up from 33.9%	15.1%	26.0%
Retention rate	0.5%	Up from 0.0%	0.7%	0.6%
Attendance rate	97.0%	Down from 97.1%	95.6%	96.2%
Served by gifted and talented program	18.2%	Up from 13.2%	7.9%	19.4%
With disabilities	20.1%	Down from 22.6%	16.0%	12.8%
Older than usual for grade	3.5%	Up from 2.4%	6.5%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Up from 1.5%	1.0%	0.4%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n = 33)				
Teachers with advanced degrees	57.6%	Down from 63.6%	58.3%	61.3%
Continuing contract teachers	54.5%	Down from 69.7%	63.3%	75.9%
Teachers returning from previous year	78.5%	Down from 83.1%	77.7%	85.4%
Teacher attendance rate	95.2%	Up from 94.0%	95.3%	95.2%
Average teacher salary*	\$49,161	Up 1.3%	\$45,378	\$47,081
Classes not taught by highly qualified teachers	10.1%	Up from 0.8%	10.4%	5.8%
Professional development days/teacher	7.8 days	Down from 9.1 days	9.7 days	10.6 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.6 to 1	18.6 to 1	21.5 to 1
Prime instructional time	91.4%	Up from 89.8%	89.6%	90.1%
Opportunities in the arts	Excellent	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	98.3%	99.0%
Character development program	Excellent	No change	Good	Good
Dollars spent per pupil**	\$12,903	Up 18.5%	\$9,398	\$7,616
Percent of expenditures for instruction**	59.0%	Up from 54.0%	56.6%	62.0%
Percent of expenditures for teacher salaries**	58.5%	Up from 58.0%	55.4%	61.3%
ESEA composite index score	43.3	Up from 31.3	55.7	77.9

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	33	118	54
Percent satisfied with learning environment	66.7%	64.4%	66.6%
Percent satisfied with social and physical environment	58.8%	68.6%	73.6%
Percent satisfied with school-home relations	55.9%	81.3%	57.7%

*Only students at the highest middle school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The new mission for W. G. Sanders Middle School is to serve as a leader in transforming lives through education, empowering all students to achieve their potential and dreams. With this mission in mind, W. G. Sanders will be able to maintain its purpose of providing each student with a high quality education.

During the past five years, PASS data indicates that we are making modest gains. For example, all students gained 10.9 percentage points in writing and 2.8 percentage points in ELA. The greatest five year grade level percentage gain was evidenced in 8th grade social studies with a 30.9% gain and in 8th grade writing with a 19.1% gain. Over the past two years, all students gained 2.5 percentage points in science. The greatest two year grade level gain was evidenced in 6th grade ELA with a 10% gain and in 6th grade social studies with a 20.1% gain.

Although our State Report Card indicates our improvement rating as Average, we, as a collective staff, determined that there needed to be an increased effort on improving the teaching and learning environment in our school. We decided that the difference between typical schools and exemplary schools is how and when teachers plan. Therefore, this year, we focused our instructional efforts on engaging in the intensive study and practice of planning for rigor and relevance in all core courses. We implemented a learning-focused instructional model for planning challenging learning goals and instruction that purposely provided the most effective research-based strategies and exemplary practices for maximizing student learning. To that end, teachers and administrators actively participated in designing and evaluating instructional plans to ensure teacher effectiveness and student learning. To further support the daily learning, we continued to strive for student academic success through our Saturday Academy. Also, we maintained our Promoting Academic Achievement Within Students (PAAWS) Academy, a 21st Century Community Learning Center which was designed to foster integration of literacy, technology, problem solving, and critical thinking. Our School Improvement Council and community partners continued to be crucial to our instructional program. Our parents participated in student data conferences, and they participated in social and academic sessions that support student learning. They completed surveys in order to provide feedback on our efforts, and they joined us in implementing school-wide intervention lessons designed for addressing the needs of our students. Subway, Dominos and Food Lion increased their academic support by providing special funding to support our efforts. More than forty local vendors provided academic presentations during our well-attended career fair, and other community members meet with our students during the year to explain the importance of having a good education.

Our academic needs dictate that we continue our process for ensuring the planning of purposeful instruction that is embedded in academic rigor and relevance. Also, we will increase the academic support of our community in implementing a variety of learning opportunities for our students.

Andrenna Smith, Principal
Bates, SIC Chair

Sydney

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